



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Superintendent's Season Opener:

News You Can Use for the 2010-2011 School Year





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WELCOME





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Common Core Standards

August 2010

What is the Common Core State Standards Initiative?

- The Common Core State Standards Initiative is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards in mathematics and English language arts including literacy standards for science, social studies, and technical subjects
- 34 states have adopted the Common Core

The Criteria

- Focused on the essentials to allow deeper understanding
- Anchored in college and career readiness
- Informed by the best state and national standards
- Internationally benchmarked
- Evidence and research based



Development and Example

Anchor Standard

- College and Career Readiness for Reading
 - Standard 1

“Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

Development and Example

Anchor Standard Learning Progression

- Grade 3: “Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.”
- Grade 4: “Draw on details and examples from a text to support statements about the text.”
- Grade 5: “Quote from a text to support statements about the text.”

Why is a common core of state standards good everyone?

- It creates potential economies of scale around areas such as curriculum, instructional resources, and assessment
- It provides the opportunity to compare and evaluate policies that affect student achievement across states and districts
- It creates the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy
- It allows for more focused pre-service education and professional development

**Common Core
State Standards**
available June
2010

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graph TD; A([Common Core State Standards available June 2010]) --> B([IDOE reviews alignment to Indiana State Standards]); B --> C([SBOE Adopts Common Core Standards August 2010]);
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IDOE reviews
alignment
to **Indiana**
State
Standards



SBOE Adopts
Common
Core
Standards
August 2010

Indiana's Teaching and Testing of Standards Timeline **2010-11**

Math

- Teachers will teach Math 2000 standards
- Teachers will **NOT** teach Math 2009 standards
- For ISTEP+ Math 2000 standards will be tested

English

- Teachers will teach English/language arts 2006 standards
- For ISTEP+ English/language arts 2006 standards will be tested

Indiana's Teaching and Testing of Standards Timeline **2011-12**

Math

- Teachers will teach Math 2000 standards
- **Teachers will also teach Common Core standards**
- For ISTEP+ Math 2000 standards will be tested
- For selected schools, Common Core test items will be piloted

English

- Teachers will teach English/language arts 2006 standards
- **Teachers will also teach Common Core standards**
- For ISTEP+ English/language arts 2006 standards will be tested
- For selected schools, Common Core test items will be piloted

Indiana's Anticipated Teaching and Testing of Standards Timeline 2012-14

Math

- Teachers will teach Math 2000 and Common Core standards
- For ISTEP+ Math 2000 and Common Core standards will be tested

English

- Teachers will teach English/language arts 2006 and Common Core standards
- For ISTEP+ English/language arts IN 2006 and Common Core standards will be tested

National Anticipated Testing of Common Core Standards **2014-15**

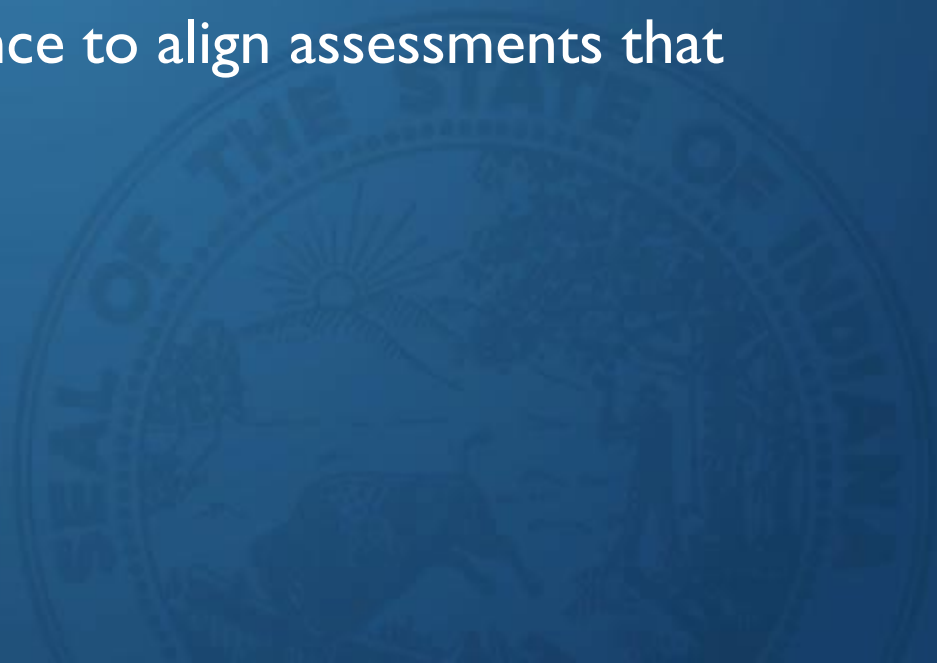
We anticipate a multi-state test on the Common Core State Standards.

We expect this test will be given over the course of the year , so results can be acted upon, with the final section at the end of the year.

We expect this assessment will be given online, with paper and pencil testing only used as an accommodation.

How will IDOE help schools?

- Standards Correlation Reports will be shared in 2010-11
- IDOE developed E/LA and math curriculum maps
 - Help teachers integrate the two sets of standards as we transition from the old to the new
 - Help teachers determine the skills that underlie each standard
 - Provide a common sequence to align assessments that inform instruction



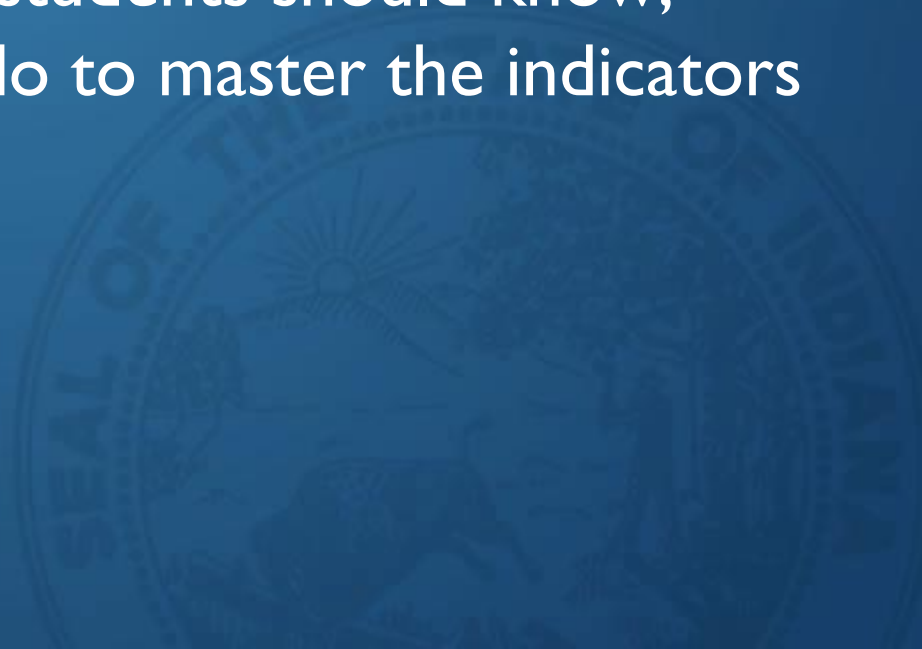
Developing Curriculum Maps

- Teams of classroom teachers, professors, content specialists, and curriculum mapping experts deconstructed Indiana's current standards to determine specific learning targets, including the level of rigor.



Deconstructing Standards Is...

- A systematic process to identify embedded learning targets in standard indicators so that nothing essential is missed during instruction
- **Learning Targets:** What students should know, understand and be able to do to master the indicators



ELA.3.3.1 -- Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.

3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.

3.3.1b. Recognize forms of poems (rhyming and free verse).

3.3.1c. Recognize that some poems are particular to culture (Haiku).

3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).

3.3.1e. Recognize that a script (drama) is meant to be performed.

3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (stage setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).

3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.

3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.

3.3.1i. Determine the genre of a text by identifying its literary and structural features.

3.3.1j. Describe how one topic is shown differently in various genres.

Clear Learning Targets Allow Us To:

- Know if the assessment adequately covers and samples what was taught.
- Identify what students know and don't know and their level of achievement.
- Plan next steps in instruction.
- Give detailed, descriptive feedback to students.
- Encourage students to self-assess and set goals.
- Select instructional activities that actually help students achieve the target.

What are the benefits of curriculum mapping?

- Collaborative teacher discussions to “unpack” the standard indicators
- Consistent grade level expectations
- Deeper understandings and greater skill development between grade levels
- Improved efficiency





LEARNING CONNECTION

Providing data, resources and tools to support student achievement

Username:

[Forgot Your Username?](#)

Password:

[Forgot Your Password?](#)

[Log In](#)

[Register](#)



About the Learning Connection

Learn how the Learning Connection developed, who is contributing to its development, and how it connects to IDOE's strategic initiatives. And most importantly, find out how to register for an account.

[more...](#)



Curriculum Maps

Access state-level curriculum maps for English/Language Arts and Mathematics content areas.

[more...](#)



Features

Discover a full list of the current Learning Connection features as well as details about how different users can access those features.

[more...](#)



Learning Resources

Search the database of learning resources available for educators, and students. Find standards-aligned resources for classroom instruction and professional development resources for instructional improvement.

[more...](#)



Growth Model

Explore the progress of students, schools and corporations by examining the results of ISTEP+ tests in the new Indiana Growth Model. Achievement combined with growth gives a better picture of how schools are helping students progress each year.

[more...](#)



Support

Ask a question or give suggestions about improving the Learning Connection. Access FAQ's and the schedule of informational webinars.

[more...](#)



Welcome to the Learning Connection... a message from Dr. Tony Bennett, Superintendent of Public Instruction for the State of Indiana.

What if my corporation already maps?

- Consider adding the learning targets to current maps
- Update instructional sequence
- Access or download state maps into your software



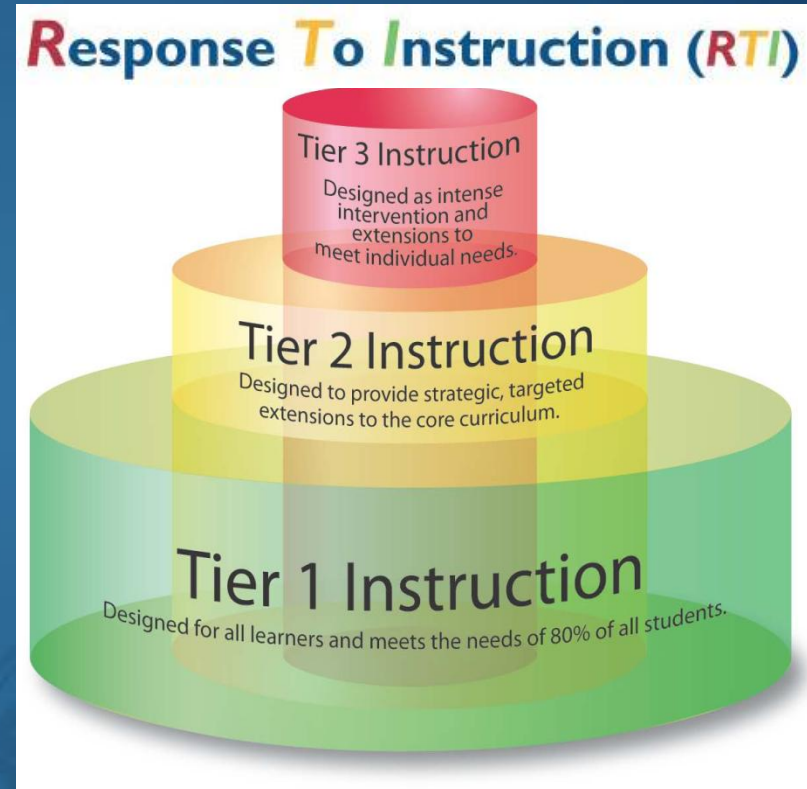
What if my corporation does not map?

- Discuss the importance of curriculum mapping in your corporation
- Use state maps as the foundation for common planning
- Align school resources and assessments with state maps



RTI Alignment

- Acuity Pre- and Post-tests aligned with learning targets for grades 3-8
- Use data from assessments to identify necessary interventions (remediation or enrichment)





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Reading Framework

August 2010



House Enrolled Act 1367 (Public Law 109)

- PL 109 required the IDOE to develop a plan to “improve reading skills of students and implement appropriate remediation techniques”
- Students must be proficient readers before moving to 4th grade
- Good Cause Exemptions:
 - Students who have previously been retained two times prior to promotion to grade four
 - Students with disabilities whose case conference committee has determined that promotion is appropriate
 - ELL students with a score of Level 3 or less in the Reading domain on the LAS Links English proficiency assessment

Reading Plans

- Schools will be required to submit a reading plan to the IDOE by June 2011
- Schools implement reading plan during the 2011-2012 school year
- Students who do not pass the Reading portion of the 2012 ISTEP+ and who do not meet one of the good cause exemptions must be retained for the 2012-2013 school year



Indiana's K-6 Reading Framework

- It is a cohesive, state-wide reading framework aimed at helping all student achieve proficiency in reading
- It was developed by CORE and the Indiana Reading Advisory Council using scientifically based reading research



Indiana Reading Framework Targets

- Improve reading instruction in the early grades
- Continuously improve all students' reading abilities and comprehension levels
- Intervene effectively with struggling readers



Indiana's Reading Framework

- Consists of 6 components:
 - Goals
 - Instruction
 - Assessment
 - Professional Development
 - Leadership
 - Commitment



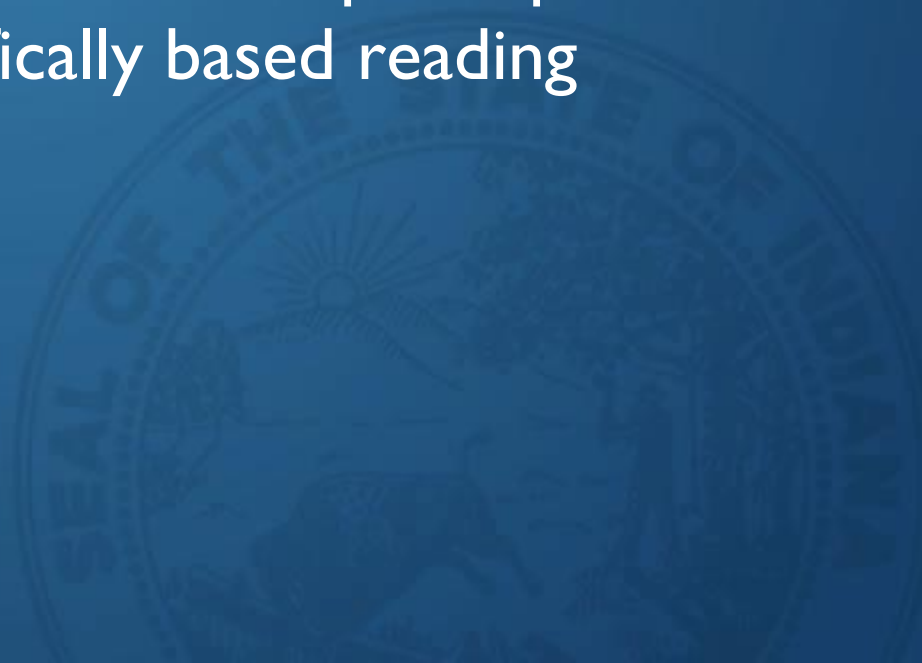
Indiana's Reading Framework

- All elementary schools will be required to implement the reading framework, unless all of the following criteria are met:
 - Top two performance categories of PL 221
 - 90% of students passing the reading portion of ISTEP+



Opportunity Schools

- 15 Indiana elementary schools were invited to become “Opportunity Schools.”
- These schools will implement the Indiana Reading Framework during the 10-11 school year.
- 85% of the Opportunity School staff participated in a four-day intensive scientifically based reading research institute.



Read On, Indiana!



Learning Connection

- Indiana Literacy Liaisons community provides easy access to literacy research
- The responsibilities of a Literacy Liaison is to:
 - Inform school staff of scientifically based reading research
 - Communicate reading suggestions or ideas to IDOE staff

Please direct specific questions to the following staff members

- Indiana Academic Standards and Common Core Standards
 - K-5 math Arletrice Black
 - 6-12 math Zach Foughty
 - K-12 English/Language Arts Adam Jones
- Indiana Reading Framework
 - Anna Shults
 - John Wolf
- Curriculum Mapping
 - Dr. Schauna Findlay





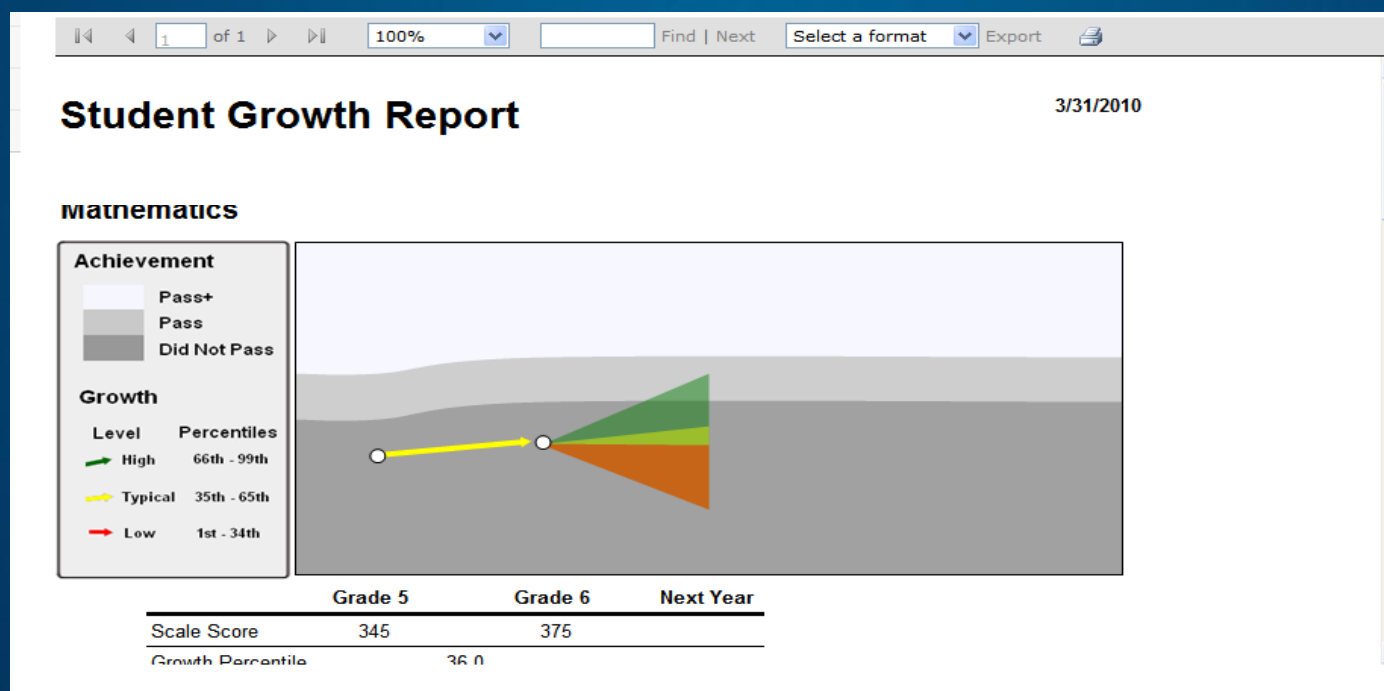
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The Indiana Growth Model

**The untold story behind
student performance**

The Indiana Growth Model

For the first time, school personnel and teachers can see data on both proficiency and GROWTH to better understand our students' academic achievement.



Objectives

- Why do we measure growth?
- How do we measure growth?
 - Academic Peer Groups
 - Student Growth Percentiles
 - Projected Growth and Growth to Standard
- How can we use growth?
 - Examples of charts and graphs



A Tale of Two Students

Lulu: ELA Scale Score = 442

PASSED



Norman: ELA Scale Score = 411

DID NOT PASS



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What is growth?

- Right now, ISTEP+ can tell us that YES, Lulu is proficient in 4th grade English Language Arts.

What else do we want to know?

- The growth model answers...
 - How much did Lulu improve in English Language Arts from 3rd grade to 4th grade on ISTEP+?
 - Did she improve more or less than her academic peers?

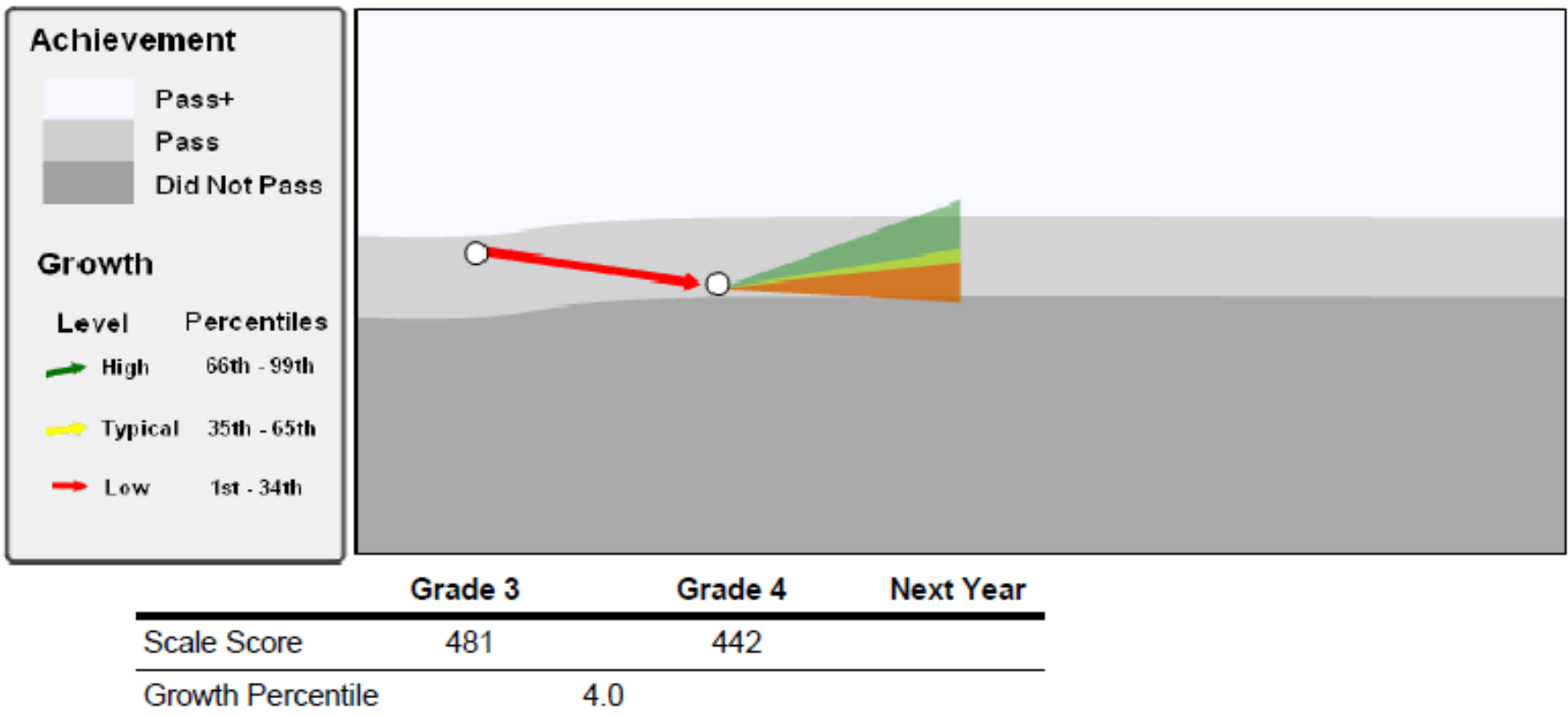




Lulu's Growth Report:

Lulu achieved proficiency,
but made little growth compared to her peers.

English Language Arts

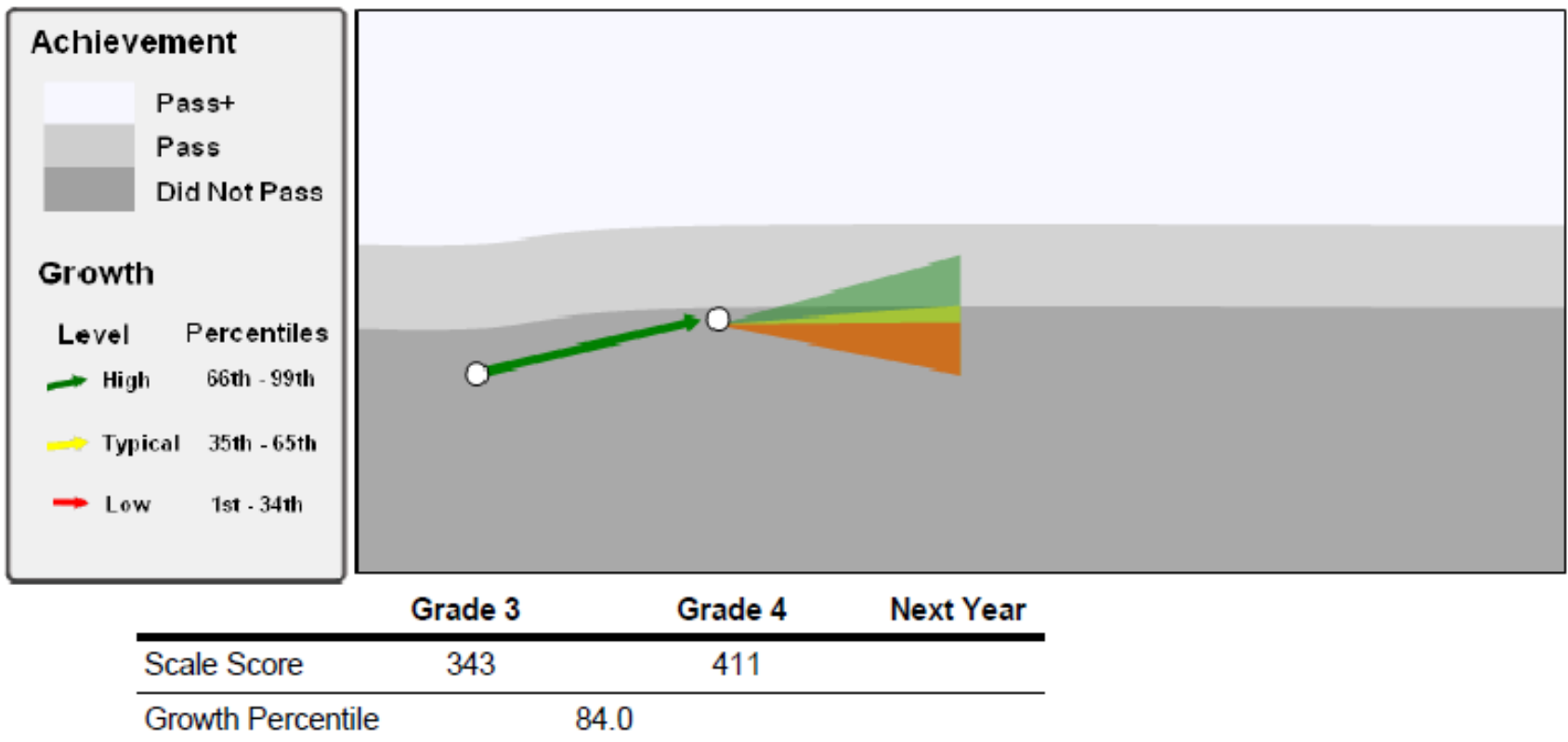


Norman's Growth Report:

Norman did not achieve proficiency,
but made high growth compared to his peers.



English Language Arts



Why do we measure growth?

By thinking about performance in terms of proficiency AND growth, educators have a **more complete picture** of the effect teachers and schools have on their students.



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How do we measure growth?

- We group students into **academic peer groups**.
- We report their **student growth percentile**.
- We determine **projected growth**, and **growth to standard**.



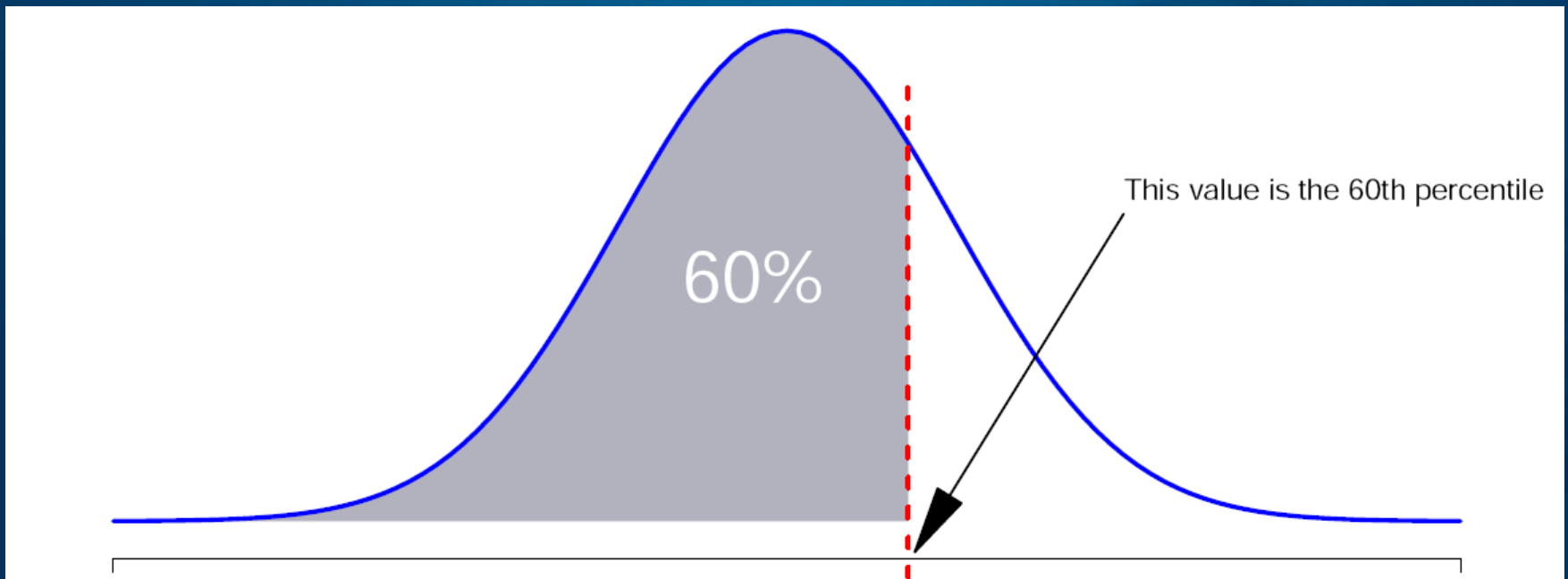
Academic Peers

- “Academic Peers” are Indiana students with a similar test score history.
 - We take a student’s scale score in 3rd grade and find all Indiana 3rd graders who received the same scale score, creating an academic peer group.
 - Then we look at 4th grade scores for the SAME academic peer group, and see how the student compares to the others in the group.



Student Growth Percentile

- The “student growth percentile” compares a student’s growth to the rest of their academic peer group.
- If the student growth percentile is 60, that student performed better than 60% of his academic peers.



How do we measure growth?

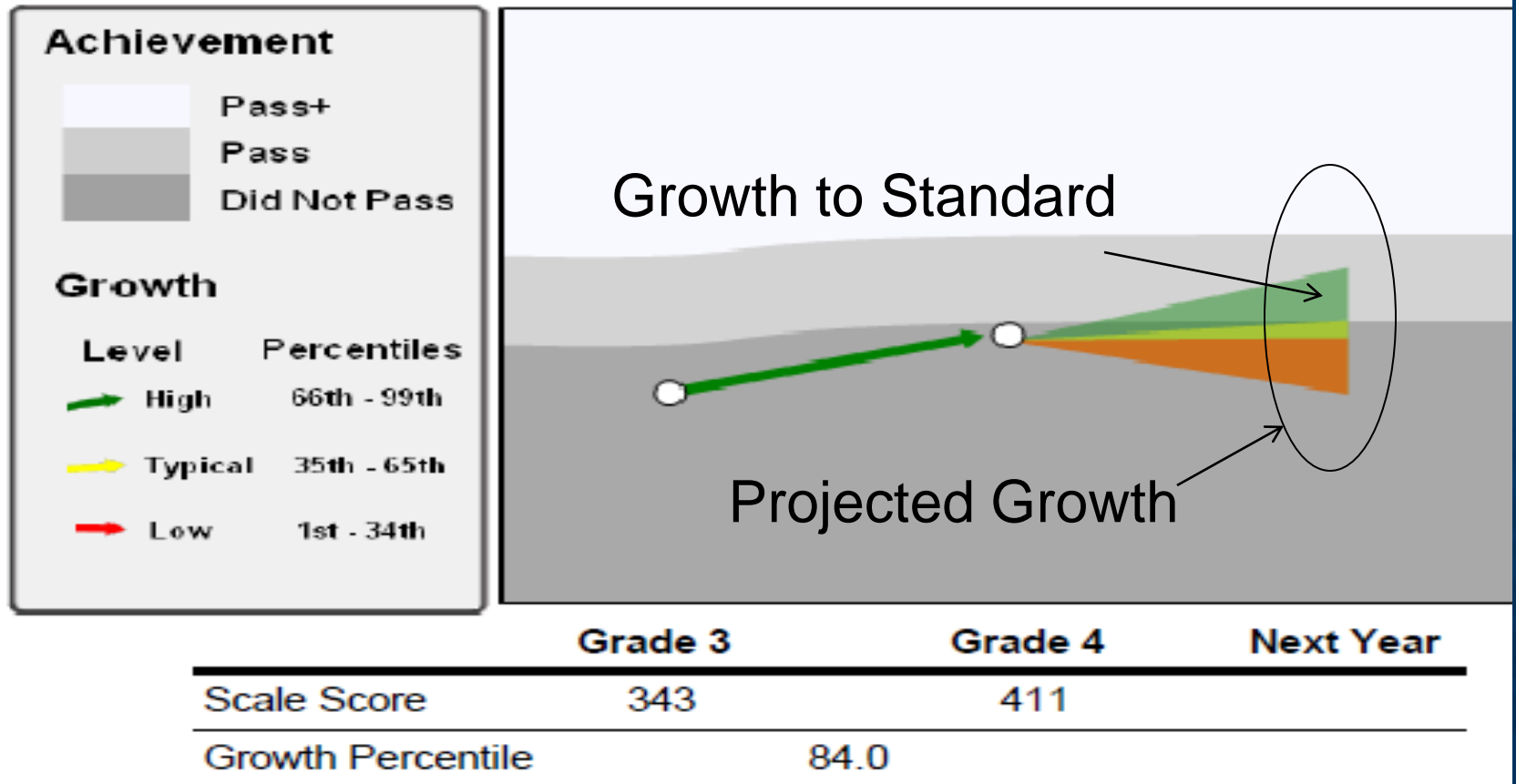
Individual Student Growth Percentiles

High	at or above 66 th percentile
Typical	at or between the 35 th and 65 th percentile
Low	up to and including 34 th percentile



Projected Growth and Growth to Standard

Growth to Standard: Is the student on track to become proficient, or to stay proficient?



Clarifications

- Growth is distinct from proficiency.
 - A student can achieve at a low level, but grow significantly, and vice versa.
- Each student is compared only to their Indiana academic peers (other students with the same test score history), not to all students statewide.
- Growth is subject-, grade-, and year-specific.
 - Students are placed in different academic peer groups for each subject, grade, and year.



How can we use growth?

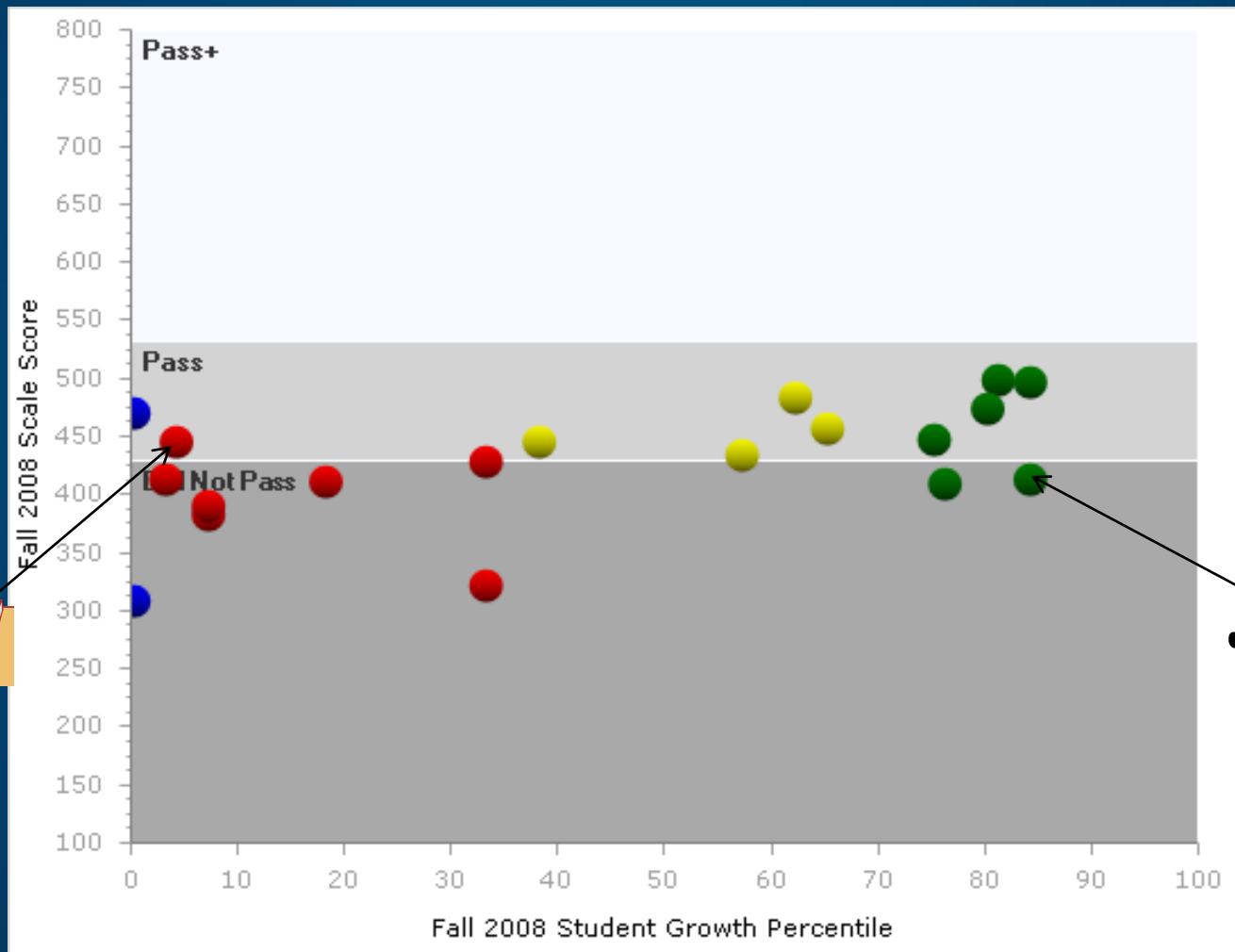
- To better capture the effect teachers have on their students within the school year
- To redefine student performance:

$$\textbf{Performance} = \textbf{Proficiency} + \textbf{Growth}$$

- To target assistance to students and teachers
- To conduct program evaluations
- Eventually, to make accountability decisions



Current Class Level View: ELA



Student Level

(Math and ELA Growth Reports)

Different growth percentiles for different subject areas

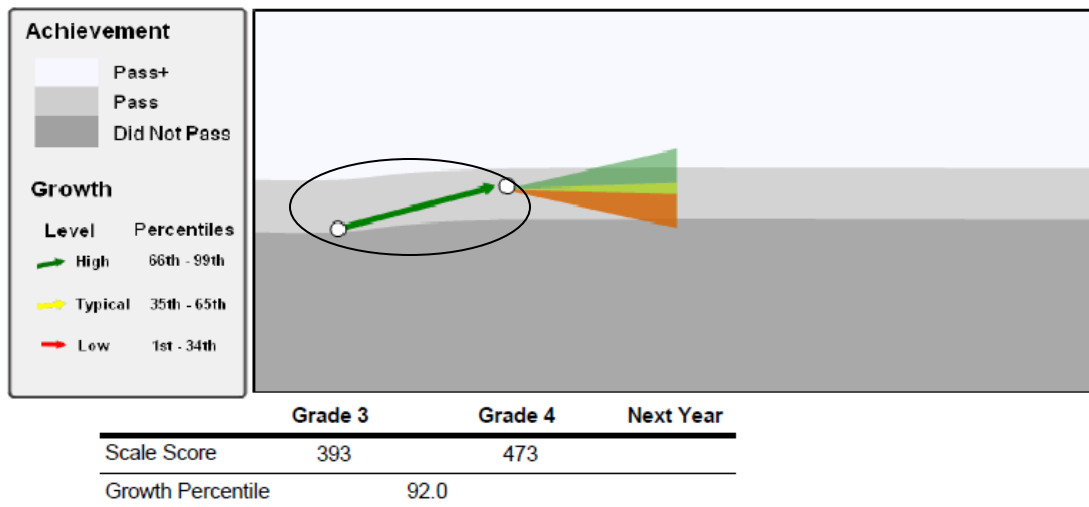


Student Growth Report

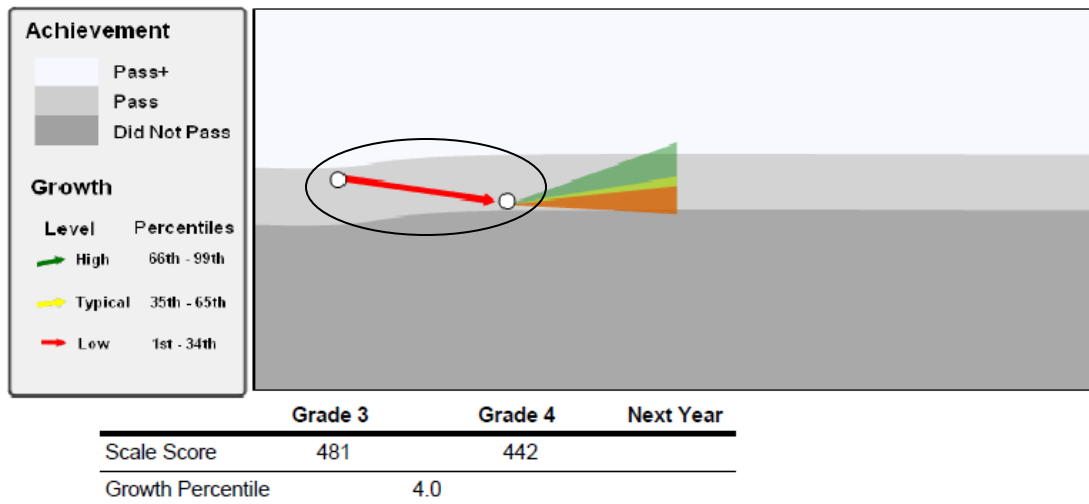
7/9/2010

Myrick, Lulu

Mathematics

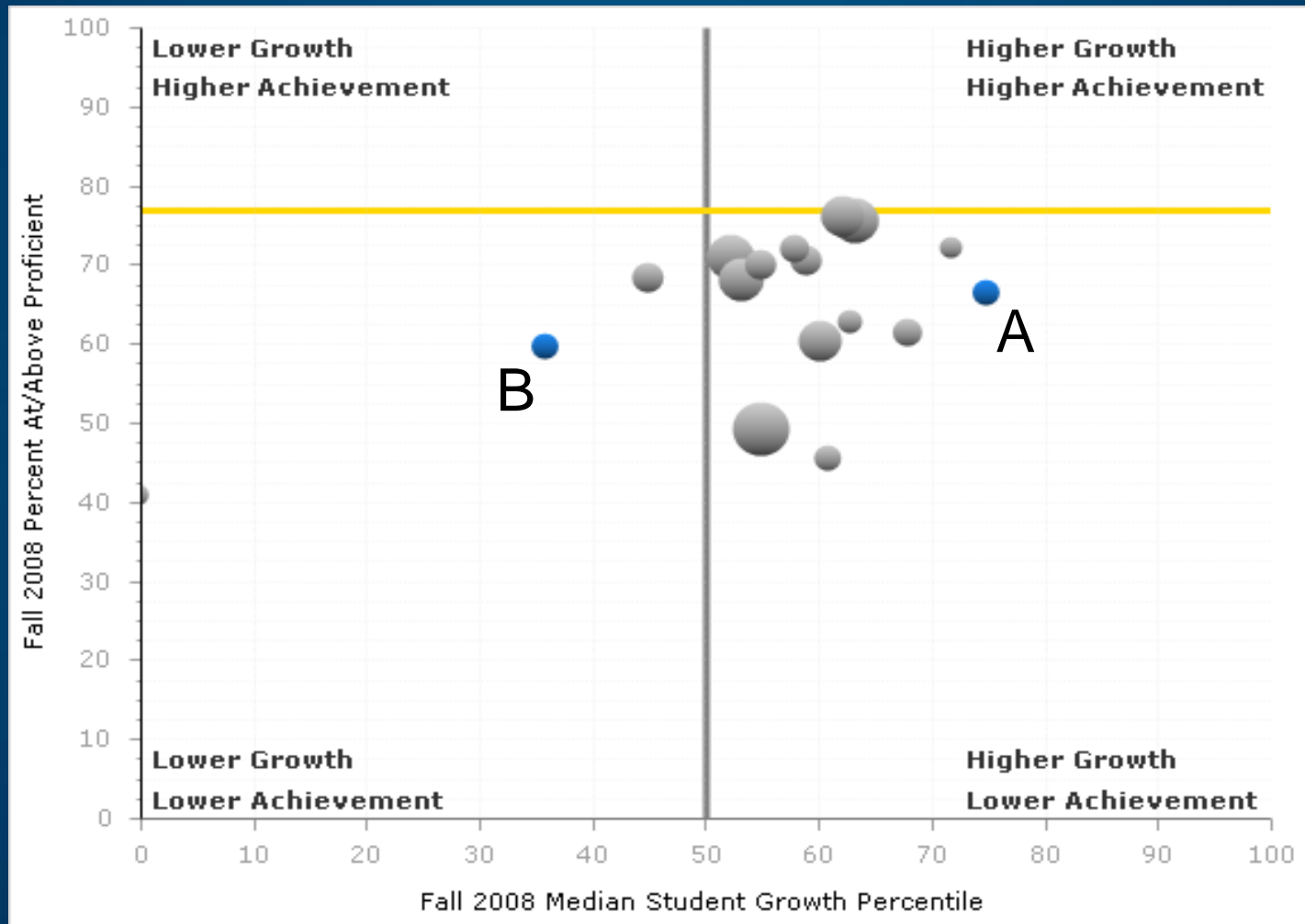


English Language Arts

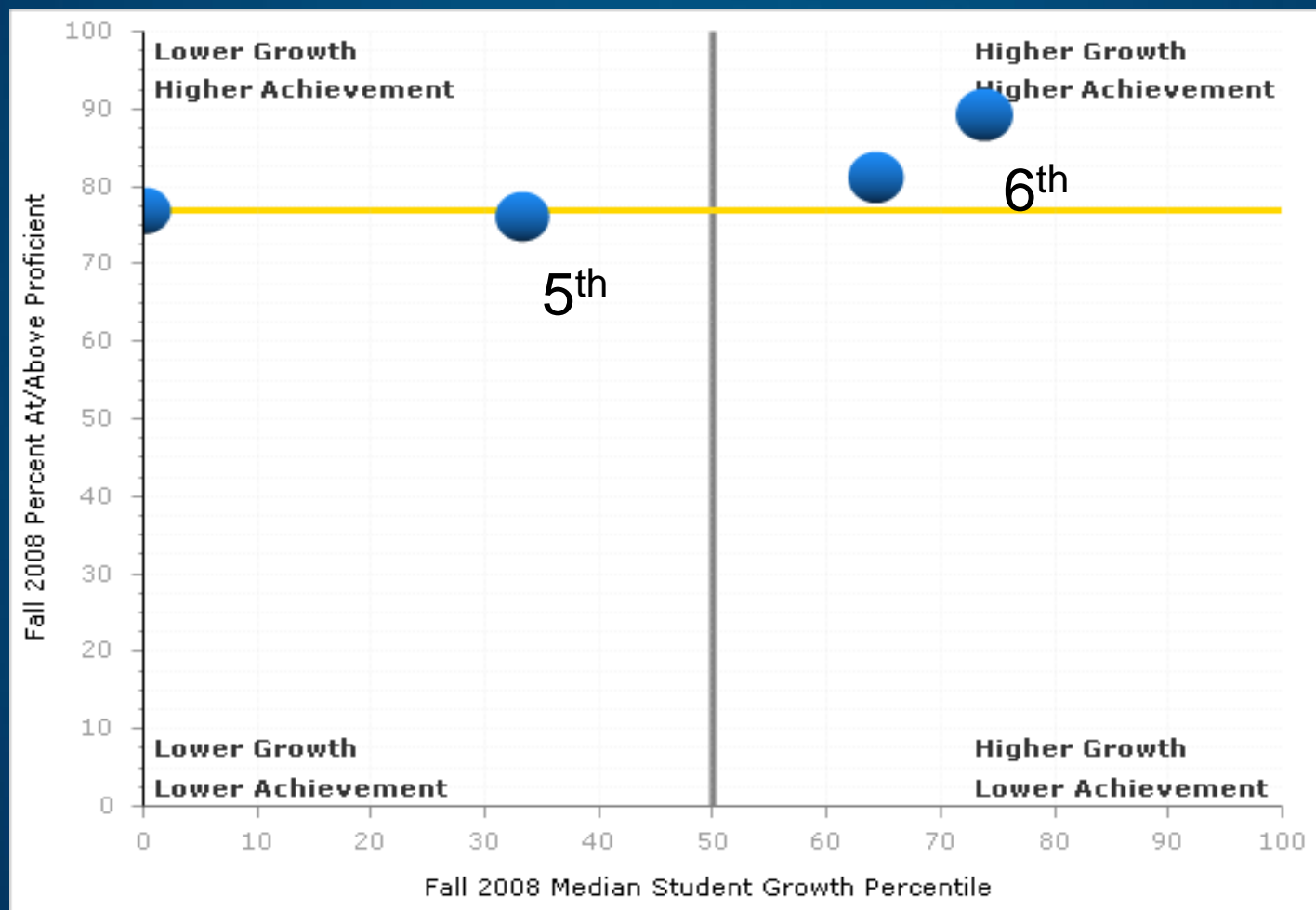


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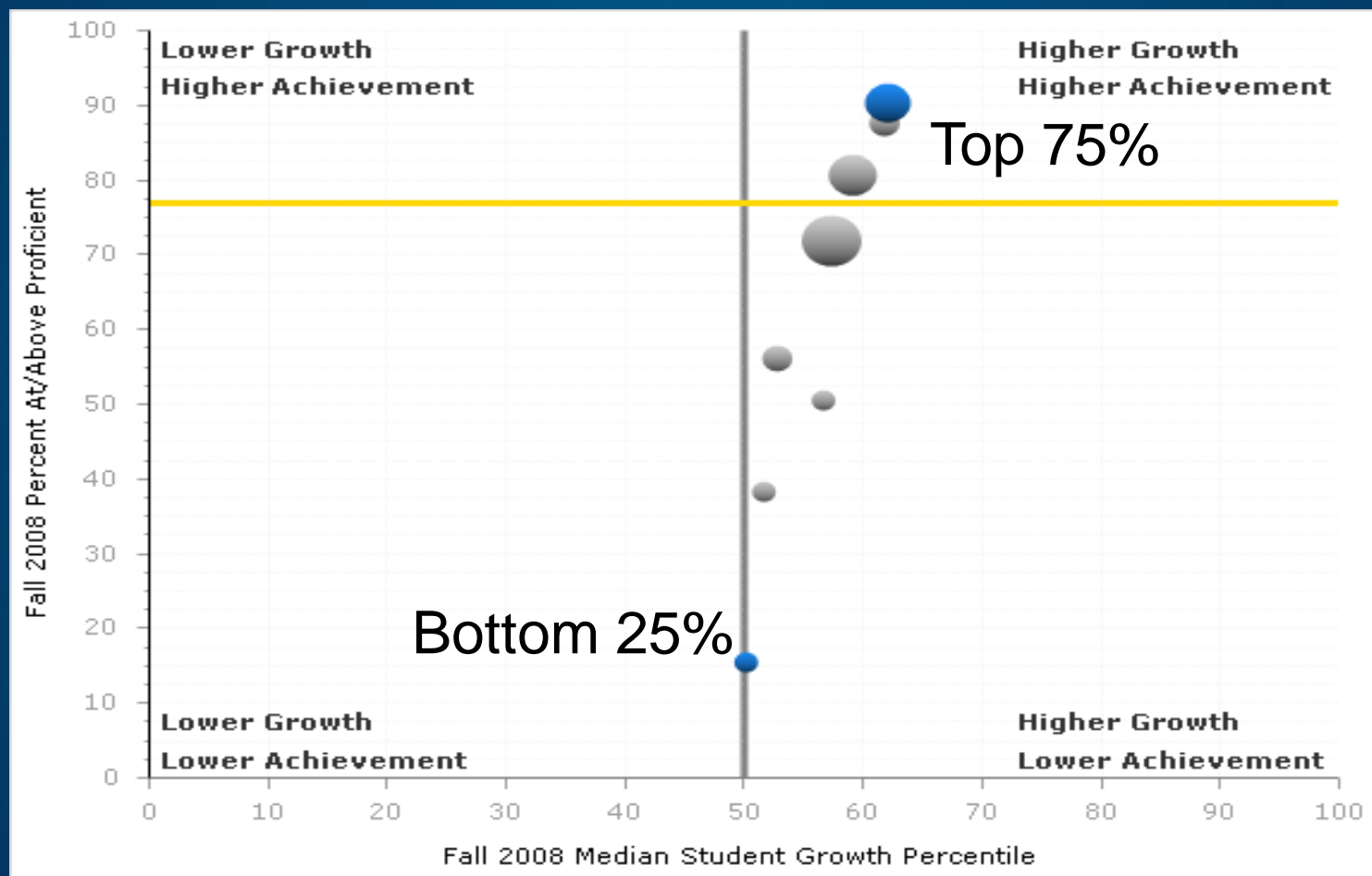
Corporation Level: Schools



School Level: Grade Levels



School Level: Subgroups



Finding Your Student Growth Data

- This fall, data and charts will be available to show growth from spring 2009 to spring 2010.
- Detailed data for teachers and school personnel can be found in the Learning Connection at:
www.learningconnection.doe.in.gov
- Public data at the corporation and building level can be found through IDOE's website.



The Bottom Line

The Indiana Growth Model brings proficiency
AND growth data to the classroom.

With a better understanding of the effect
teachers and schools can have, we will
increase academic achievement for ALL of
our students.



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Objectives

- Why do we measure growth?
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Letter Grades for Schools

Superintendent's Season Opener

Many People Can't Put These in Order

Academic Watch

Commendable Progress

Exemplary School

Commendable School

Academic Probation

Academic Progress

Exemplary Progress



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Almost Everyone Can Put These in Order

C

D

A

F

B



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Why Letter Grades?

- Excellence v. Complacency
 - School grading creates a focus on learning.
 - Administrators, educators and parents aren't satisfied with "C" grades, or even "B" grades. Everyone strives for excellence.



Why Letter Grades?

- Media & Public Attention
 - Transparency in evaluating school performance attracts more attention to education, from extensive media coverage on the quality of education in individual schools to even realtors and realtor guides highlighting good school grades as a selling point on the housing market.



Why Letter Grades?

- Statewide Competition to be the “Best of the Best”
 - Based on the grades of their schools, each corporation earns a single letter grade, creating added competition and desire to excel.



Why Letter Grades?

- Community Support
 - Low performing schools are easily identified and communities rally around them, coming together to improve schools and raise student achievement.



Why Letter Grades?

- School Pride
 - Grading schools establishes public identification both of high performing and low performing schools, creating more ownership at the local level and added incentive to achieve or maintain excellence.



State Board Finding

- Indiana's citizens desire a clear picture of the performance of their schools. The current school improvement and performance category names do not provide a clear picture. Letter grades, which traditionally are used to describe student performance, will provide a clear picture.



State Board Plan

- Separate AYP determinations from state accountability determinations.
- Begin the process to revise the criteria used to place schools in school improvement and performance categories.
- Adopt letter grades for accountability determinations in 2010-2011 and beyond.



Process

- Organizations provided opportunity to present creative solutions and specific ideas (June 16).
- Department prepares recommendations for State Board and public review (ongoing, with first Board discussion September 1)



Goal

- Accountability determinations based on the student growth model, including a provision to determine improvement of the lowest performing 25% of students in a school.
- High school accountability based on college and career readiness.





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Changing the way we think about **E**valuations

August 2010



Stop and jot

- What is the intent of doing staff evaluations? What is the end game?



Objectives

By the end of this session, you will be able to:

1. Grasp the national context with regard to reforming evaluation systems;
2. Understand IDOE's priorities and best practices in evaluation, including different models that are in development throughout the state;



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Agenda

1. What we know
 - Current evaluation systems
 - U.S. vs. Indiana
2. What we're doing
3. Where we're headed
 - Current initiatives
4. Questions



What we know:

Teacher quality is the number one school-based factor in student achievement.

Four consecutive years of highly effective teachers could close the achievement gap.

— the Brookings Institution



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Current Evaluation Practices

Although evaluations should account for teacher quality, too often they...

- Don't differentiate
- Don't recognize excellence
- Don't support capacity and implementation
- Don't use the data to inform decisions



State and National Landscape

National	Indiana
<ul style="list-style-type: none">• 99% of teachers are rated effective in binary evaluation systems• 94% of teachers are rated effective or highly effective in multi-category systems	<ul style="list-style-type: none">• 99% of teachers are rated effective in binary evaluation systems• 99% of teachers are rated effective or highly effective in multi-category systems



What We're Doing

- Pursuing innovative reforms (e.g. through RttT, TIF, legislation)
- Developing statewide evaluation tools
- Incorporating data and addressing challenges
- Moving towards annual evaluations
- Working with unions
- Building capacity through robust professional development



Where We're Headed

Shifting the conversation – towards instruction and results, instructional leadership, and teacher affect: a results driven system.

- Annual evaluations, an ongoing process, not a perfunctory “event”.
- Meaningful ratings with credible distribution across four clearly defined categories
- Student growth data illustrating the impact of teachers and principals
- Evaluation data fully integrated with critical HR decisions (i.e. recruitment, promotion, PD, assignment, dismissal)

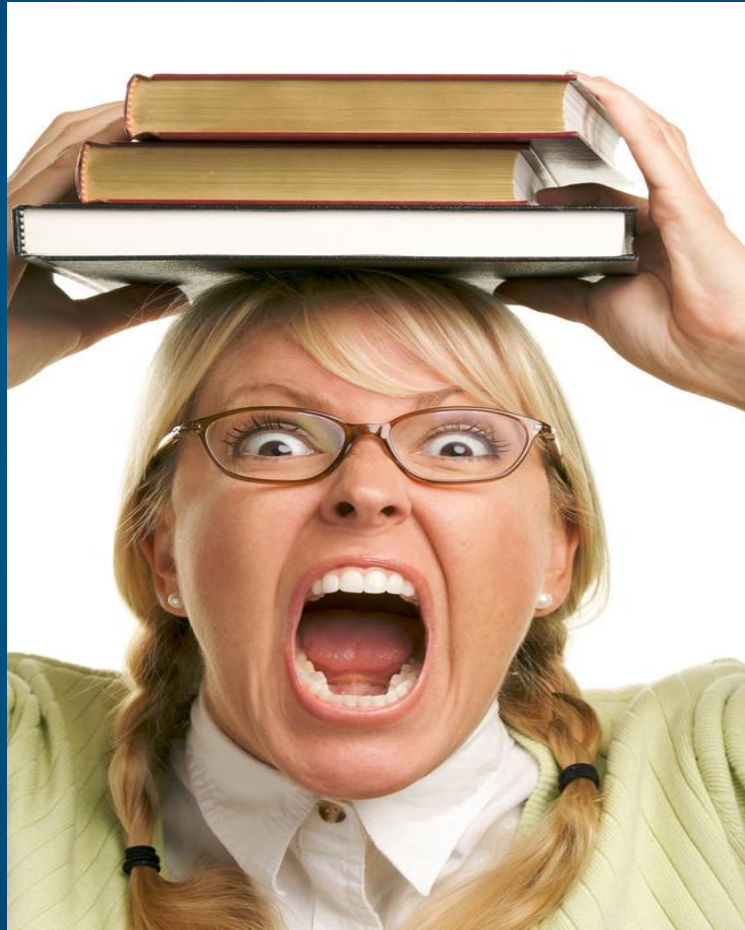


Current Initiatives

1. State rubric (DRAFT)
 - Evaluation Leadership Cabinet of teachers, school leaders, union officials and district administrators.
 - Statewide pilot
 - The New Teacher Project (TNTP)
2. iObservation pilot
3. The System for Teacher and Student Advancement (TAP)



Is this required?



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Licensing Information

August 2010

Rules Changes

- REPA

- Rules for Educator Preparation and Accountability

- Effective on May 14th, 2010



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Internship Program

- Prior Bulletins/Rules
 - *Mentor program and portfolio requirements under Rules 2002 are eliminated replaced with a Beginning Teacher Residency Program*
- Mentor Programs are a Local Option
 - Simplified beginning teacher residency program
 - Building-level administrator assesses new teacher effectiveness



REPA Licenses

- Will indicate content area(s)
 - Instructional: Most Rules 2002 content areas
 - School Services: Counselor, Nurse, Psychologist, Social Worker
 - Administration: Building Level Administrator, District Level Administrator (Superintendent, Director of Exceptional Needs, Director of Career and Technical Education, Director of Curriculum and Instruction)
- Will indicate grade levels
(P-3, K-6, 5-9, 5-12, P-12)



Renewal

- Prior Bulletins/Rules
 - License is **NOT** converted to REPA license
 - (Current license will be renewed)
 - Renews according to REPA guidelines
- Choices
 - May take 6 hours of course work
 - May complete a Professional Growth Plan
 - Can use in-service or professional development experiences verified by the building administrator



Additions

- **Prior Bulletins/Rules**
 - License is **NOT** converted to **REPA** license
 - (Area added to existing license)
 - Areas added according to REPA guidelines
- **May Add Areas with Testing**
 - At the secondary level only (includes middle/junior high school)
 - To existing licenses only (elementary and secondary)
 - Exceptions are: Communication Disorders, Exceptional Needs, Fine Arts, Early Childhood Education, Elementary Education, ENL, High Ability, and any content area for which Indiana does not yet have a PRAXIS II exam



Professionalizing

- Prior Bulletins/Rules
 - License is **NOT** converted to REPA license
 - (Current license will be professionalized)
 - Professionalizes according to REPA guidelines
- Criteria for Professionalizing
 - Teaching/School Services:
 - Master's degree and 2 years experience and hold a proficient license.
 - Administration:
 - 60 graduate hours in School Administration
 - 5 years of experience in the administrative area



Where can I find information on licensing?

www.doe.in.gov/educatorlicensing

http://www.doe.in.gov/educatorlicensing/teach_with_license.html



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If you have further questions,
please forward them to
fastforward@doe.in.gov.



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